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ABSTRACT

This handbook combines in a single publication several sets of guidelines for separate competitive events sponsored by the Virginia Association of the Distributive Education Clubs of America (VA DECA). The handbook is organized to promote understanding of the relationships between the competitive events held on the national level and those sponsored by VA DECA on the district and state levels and between the distributive education regular program and DECA co-curricular chapter activities. The material has been selected to be used as a resource by both new and experienced DECA chapter advisors in their administration of competitions sponsored by VA DECA. An introductory section explains the VA DECA competitive events program's purpose and rationale and a chart of competitive events. The rest of the guide is organized in six sections. The sections provide the following information: (1) competency-based competitive events; (2) individual participation events; (3) selection and training of judges for competency-based and individual participation events; (4) individual written events; (5) chapter activities; and (6) DECA Diamond Project guide. Sample forms are provided for all activities. (KC)

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VIRGINIA DECA COMPETITIVE EVENTS HANDBOOK

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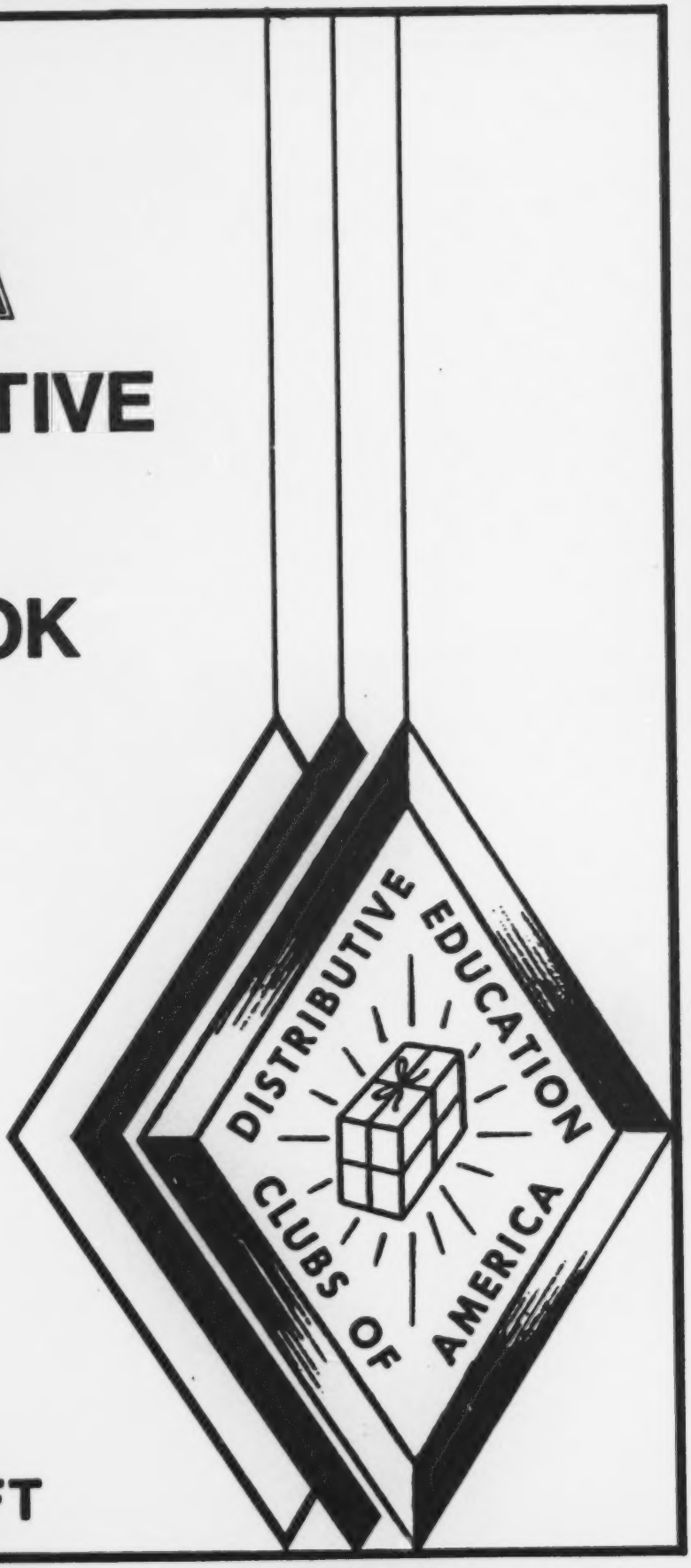

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VIRGINIA DECA COMPETITIVE EVENTS HANDBOOK

Produced by

Virginia Vocational Curriculum Center
Department of Adult and Community Education
Henrico County Public Schools
Glen Allen, Virginia 23060

in cooperation with

Distributive Education Service
Divisions of Vocational and Adult Education
Virginia Department of Education
Richmond, Virginia 23216

1985

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INTRODUCTION

This handbook is designed to combine in a single publication several sets of guidelines for separate competitive events sponsored by Virginia Association, Distributive Education Clubs of America (VA DECA). The handbook is organized to promote understanding of the relationships between the competitive events held on the national level and those sponsored by VA DECA on the district and state levels and between the Distributive Education regular instructional program and DECA co-curricular chapter activities.

The material included has been selected to be used as a resource by both new and experienced DECA chapter advisors in their administration of competitions sponsored by VA DECA. Additional information may be obtained by writing:

Distributive Education Service
Virginia Department of Education
P.O. Box 6Q
Richmond, Virginia 23216

Chapter advisors interested in obtaining more information on national competitive events (Career Development Conference) may contact:

DECA Related Materials
1908 Association Drive
Reston, Virginia 22091

THE VA DECA COMPETITIVE EVENTS PROGRAM
PURPOSE AND RATIONALE

The primary purpose of the Virginia Association of DECA is to facilitate DECA chapter involvement in local, state, and national DECA activities. The state association is charged with providing direction in relation to suggested local chapter activities, as well as providing opportunities to participate in state and national activities.

The objectives of VA DECA are as follows:

- To promote an understanding of and appreciation for the responsibilities of citizenship in a free, competitive enterprise system
- To provide opportunities for achievement and leadership development through social, civic, and professional activities
- To develop a respect for education in marketing and distribution which will contribute to vocational competence.

It should be emphasized that competitive events are only one of the many phases of the total DECA Program of Work. These events assist students in the development of the competencies needed in preparing for and advancing in marketing, merchandising, and management careers. Virginia DECA operates competitive events for the following purposes:

- To contribute to the development of competencies needed for careers in marketing, merchandising, and manangement
- To evaluate student achievement of the competencies through careful measurement devices
- To provide constructive avenues for individual or group expression, initiative, and creativity
- To provide opportunities for student and group recognition
- To motivate students to assume responsibility for self-improvement and self-discipline
- To provide a vehicle for students to demonstrate their acquired competencies through individual or group activities
- To help students in acquiring a realistic self-concept through individual or group activities
- To help students participate in an environment of cooperation and competition
- To provide visibility for the educational goals and objectives of marketing and distributive education.

It is believed that competitive events are congruent with sound educational practices and that they enhance educational purpose. Therefore, DECA competitive events are learning activities designed to evaluate the student's development of essential competencies needed for entry or advancement in the field of marketing and distribution. The DECA competency-based competitive events program facilitates effective integration of DECA as an essential part of the total marketing and distributive education instructional program.

To accomplish this integration, competitive events are designed to enable students to engage in activities that extend their interests and competencies for careers in marketing and distribution and measure the degree to which competencies have already been acquired. In effect, the competitive events are demonstrations of occupational proficiency in marketing, merchandising, and management areas, which, of course, should be the goal of the marketing and distributive education curriculum.

It is also believed that students who are preparing for careers in marketing, merchandising, and management need competencies in several instructional areas. Research studies have generally classified these competencies into the following areas: Buying and Pricing, Personal Selling, Promotion, Physical Distribution, Support Activities, Management/Supervision, Economic Principles/Concepts, and Basic/Social Skills.

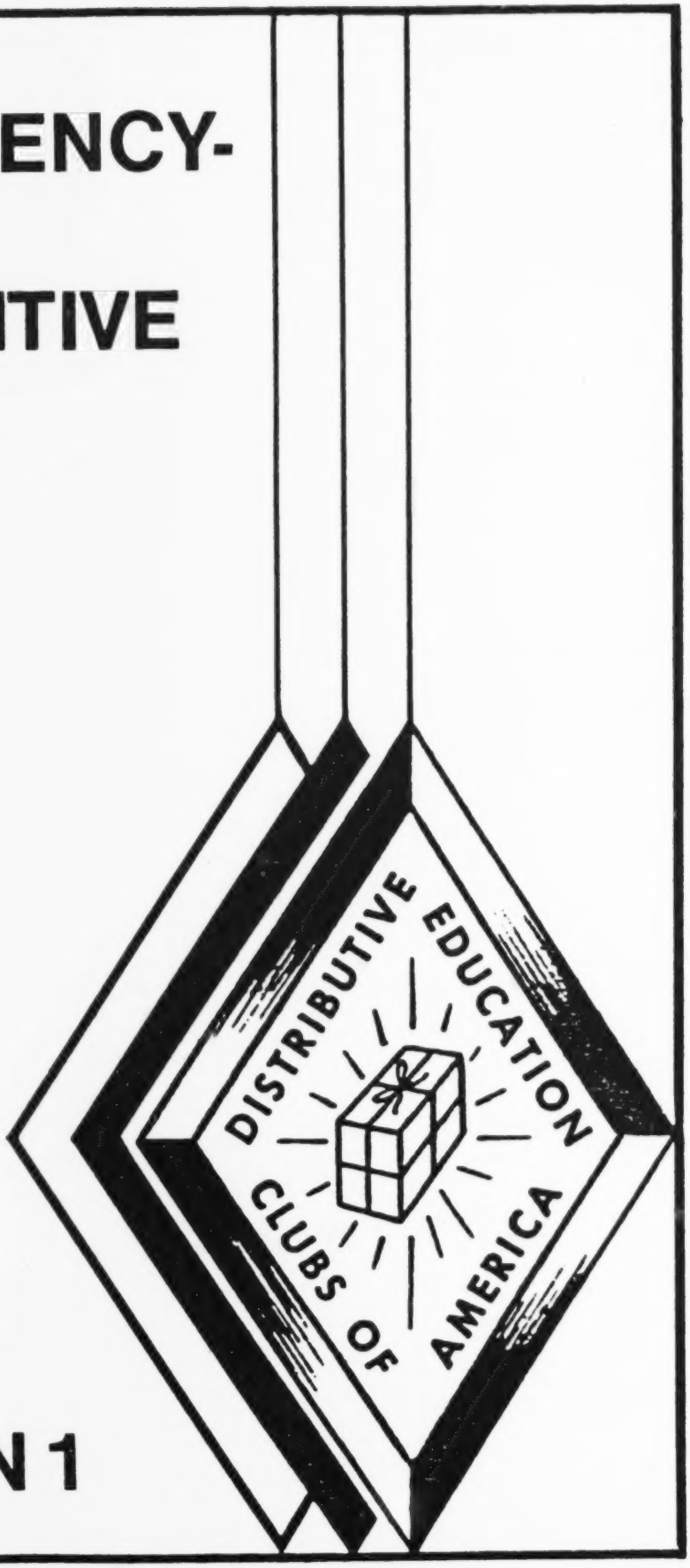
For the development of competitive events, National DECA has synthesized available competency and job task studies and made these available through DECA Related Materials. Classification systems may vary according to the occupational area, but the instructional areas listed in the previous paragraph will continue to be part of all classification systems. Competencies published by National DECA do not include all of the competencies which should be included in a competency-based marketing and distributive education instructional program and should not be used for this purpose.

Virginia DECA sponsors competitive events for students in each level of DE instruction. The following chart illustrates this plan and shows the events by occupational category, the number and type of eligible participants, and the progression of participation from district through state and national contests, as well as those events which terminate at the state level.

VIRGINIA PLAN FOR DECA COMPETITIVE EVENTS

EVENTS	DISTRICT ENTRIES	DISTRICT AWARDS	STATE ENTRIES	ELIGIBLE PARTICIPANTS	CDC ENTRIES
FUNDAMENTALS OF MARKETING					
Job Interview Sales Demonstration Communications Selling	0-45 2 46-90 3 91-120 4 121 & Over 5	1st, 2nd, 3rd in each	1st place District Winner in each	Fundamentals of Marketing Active Members	None
Career Manual	None	None	1 per chapter		None
MARKETING					
Apparel & Accessories (ME) (SU) Food Marketing (ME) (SU) Restaurant Marketing (ME) (SU) General Merchandise (ME) (SU) Automotive Petroleum (ME)	Same as Fundamentals of Marketing	1st, 2nd, 3rd each event, each level, each occupational category	1st overall winner each level, each occupational category	Marketing Members	1st, 2nd, 3rd series winner by code at each level, plus additional entries as permitted by National DECA
ADVANCED MARKETING					
Apparel & Accessories (SU) Food Marketing (SU) Restaurant Marketing (SU) General Merchandise (SU) Automotive Petroleum (ME)	Same as Fundamentals of Marketing	1st, 2nd, 3rd, each event, each level, each occupational category	1st overall winner each level, each occupational category	Advanced Marketing Members	Same as above
MARKETING & ADVANCED MARKETING					
Merchandise Sales Manual	None	None	1 per chapter	Marketing or Advanced Marketing Members	None
Student of the Year	Same as Fundamentals of Marketing	1st, 2nd, 3rd	1st place district winner	Marketing or Advanced Marketing Members	None
OTHER					
Diamond Projects	None	None	1 per chapter, each category--4 total	Affiliated Chapters	None
Annual Report	None	District Trustee Award Blue Chip, Preferred Fortune 500	1 per chapter	Affiliated Chapters	None
Research Project	None	None	1 per chapter	Affiliated Chapters	1st, 2nd, 3rd State Winners
Phillips Free Enterprise	None	None	1 per chapter	Affiliated Chapters	1 individual & 1 chapter

COMPETENCY-BASED COMPETITIVE EVENTS



SECTION 1

SPECIFICATIONS FOR STUDENT ENTRY INTO COMPETENCY-BASED EVENTS

Competency-based events are designed for second- and third-year DE students in Marketing and Advanced Marketing courses. These events are divided according to occupational category and level.

Occupational Category

A DE student may enter only one of the occupational categories now offered by Virginia DECA:

01--Apparel and Accessories Marketing
06--Food Marketing
07--General Merchandise
09--Restaurant Marketing and Management
12--Automotive/Petroleum Marketing

A DE student may enter only that occupational category in which he or she is employed, or if non-employed, only the category which the student or the class section has identified as the career interest. Any student enrolled in a specialized option must compete in that competency area; for example, Fashion Merchandising students must compete in the Apparel and Accessories category.

Any DE student whose employment or identified career interest is not Apparel and Accessories (01), Food Marketing (06), Restaurant Marketing and Management (09), or Automotive/Petroleum Marketing (12) may enter the General Merchandise (07) category.

The official identification of each student's occupational category is the PD004 Report Form. Students may not change categories and must enter the occupational category listed on this form.

Levels of Competition

Because competency-based competitive events are designed to evaluate a student's development of the essential competencies needed for entry or advancement in marketing occupations and because individual students compete with each other, it is important that students compete at the correct level of competition. Competency-based competitive events are divided into two levels:

Master Employee: This level is designed to evaluate entry-level job competencies
Supervisory: This level is designed to evaluate competencies of students planning for midmanagement or management positions.

Marketing (second-year) students may compete in either the master employee or supervisory level. Advanced Marketing (third-year) students must compete in the supervisory level. The single exception is for students enrolled in Automotive/-Petroleum Marketing, in which only the master employee level is available.

District Entry Forms

District entry forms must be submitted to the district advisor and others designated by the specified deadline. There will be no extensions.

Special Events Handling

Any chapter that wishes to enter a written or company-sponsored event offered on the national level but not on the state level may do so, provided that the chapter is willing to take responsibility for having that project judged. Examples of these events are Apparel and Accessories, Food Marketing, General Merchandise, and Finance and Credit written events; Pepsi Learn and Earn; and 7-Up projects. A chapter wishing to enter one of these events must secure permission from the state DECA advisor by November 1 of each year.

DEFINITIONS OF OCCUPATIONAL CATEGORIES APPLIED TO COMPETENCY-BASED COMPETITIVE EVENTS

Apparel and Accessories Marketing (01)

This category applies to those instructional programs which prepare individuals to perform marketing functions and tasks in retail establishments, wholesale establishments, and manufacturing firms primarily engaged in the marketing of clothing and related articles for personal wear and adornment. Options include Fashion Merchandising, Footwear Marketing, and Jewelry Marketing.

Food Marketing (06)

This category applies to those instructional programs which prepare individuals to perform marketing functions and tasks in retail stores, wholesale establishments, food processing plants, and manufacturing firms that deal primarily with food and beverage products for either home preparation and consumption or for use in commercial and institutional food service installations. Options include Convenience Store Marketing, Specialty Foods Marketing, Supermarket Marketing, and Wholesale Food Marketing.

General Marketing (07)

This category applies to those instructional programs which prepare individuals to perform marketing and management functions and tasks that can be used broadly in any marketing environment. Principles, practices, and procedures are taught without particular identification with a specific kind of enterprise, product, or service. Students enrolled in these programs may have already acquired extensive knowledge of a trade, product, or service area through prior training or employment experience; others may desire marketing skills for application in any enterprise or subsequent specialized training in marketing. The focus of these programs may be on institutions of marketing, on specific marketing functions, or on unique kinds of marketing activity.

Options include cameras and radios, china and glassware, curtains and upholstery fabrics, floor coverings, handcrafts, hardware, housewares, home furnishings (furniture and appliances), lawn and garden equipment and supplies, linens, luggage, music, needlecraft, notions, pets, pharmaceuticals, silverware, sporting goods, stationery, and toys and hobby equipment.

Restaurant Marketing and Management (09)

This category applies to two instructional programs: Waiter/Waitress and Related Services, which prepares individuals to perform tasks designed to increase the sales of a particular restaurant or chain of restaurants; and Restaurant Management, which describes the nature and application of management methods and techniques related to restaurants.

Automotive/Petroleum Marketing (12)

This category applies to those instructional programs which prepare individuals to perform marketing and management functions and tasks in retail or wholesale establishments engaged in the distribution of petroleum products and automotive parts, assessories, equipment, and services.

CLASSIFICATION SYSTEM OF INSTRUCTIONAL AREAS

Instructional Area	Code	Includes
Buying and Pricing	BP	Merchandising
Personal Selling	SELL	Selling Product and/or Service Technology
Promotion	PROMO	Advertising Display Sales Promotion
Physical Distribution	PHDT	Transportation Storage Operations
Support Activities	SPT	Risk Finance Standardization/Grading Marketing Research
Management/Supervision	MGT	Management
Economic Principles/Concepts	ECON	Economic Principles/Concepts
Basic/Social Skills	BASS	Communications Human Relations Mathematics

SAMPLE EVENT
APPAREL AND ACCESSORIES
MASTER EMPLOYEE LEVEL

The purpose of this section is to illustrate the organization of a competency-based competition. It includes the following components:

Administrative Instructions
Student Instruction Sheet
Case Study (to be read by student)
Merchandise Information Sheet (to be filled out by student)
Judge's Instruction Sheet
Judge's Rating Sheet
Participant's Schedule

DECA

Developing Future Leaders for Marketing and Distribution

OCCUPATIONAL CATEGORY: Apparel & Accessories

LEVEL: Supervisory

INSTRUCTIONAL AREA: Personal Selling/Promotion

ADMINISTRATIVE INSTRUCTIONS

Administrative Suggestions:

1. Allow 30 minutes for participants to be briefed, select merchandise, prepare product information cards, and prepare presentation.
2. Allow 15 minutes for participant to make presentation.
3. This event should be scheduled every 15 minutes. While one participant is in the presentation area, another could be in a preparation area.

Personnel Needed:

A buyer or manager should be asked to be the judge. He or she acts as the Fashion Coordinator to whom the participant gives an oral presentation.

A proctor should oversee participants during the 30-minute preparation period and return clothes to the rack after each presentation.

Facilities, Equipment, or Materials Needed:

1. Several racks of apparel appropriate to a selection found in one department of a store, including a good mix of staples, slow sellers, fads, and if possible, high fashion apparel; accessories grouped together on a table, rack, or in another convenient location; some merchandise information available for each product
2. Merchandise information sheets, student instruction sheet, case study, judge's instruction sheet, and judge's rating sheet
3. Racks on which to hang selected merchandise in preparation and presentation areas
4. Tables for students to use in preparation and presentation areas
5. Calculators for totaling scores
6. Staplers, staples, clipboards, pencils, and pens

Minimum Level of Acceptable Performance for Event: 55

Method for Breaking a Tie:

In case of a tie, rank the sections of the rating sheet in order of importance:
1d, 1e, 1a, 1b, 1c, 2a, 2b, 3a, 3b, 3c

DECA

Developing Future Leaders for Marketing and Distribution

OCCUPATIONAL CATEGORY: Apparel & Accessories

LEVEL: Supervisory

INSTRUCTIONAL AREA: Personal Selling/Promotion

STUDENT INSTRUCTION SHEET

Competencies Evaluated by This Event:

1. Demonstrate effective use of current trends in sales, customer buying habits, and styles.

2. Analyze products in relation to current trends such as fashion or style, innovations, or novelty appeal, so a better selling job can be done.

3. Translate label information into selling points.

4. Interact with customers about product information regarding the features and benefits of the major product lines in the apparel industry, such as men's and boy's wear, women's and girl's wear, infant's wear, shoes, jewelry, and cosmetics.

5. Select merchandise that is seasonal, timely, and in keeping with promotional objectives.

Procedures

You will be given 30 minutes to study and prepare for this event. During this time, study the case problem and, using the merchandise provided, select one coordinated outfit and appropriate accessories. After choosing an outfit, use the Merchandise Information Sheet to record descriptions of the provided outfit and accessories and to prepare your presentation to the Fashion Coordinator.

You will be given 15 minutes to make your presentation to the Fashion Coordinator. Using the information recorded on your Merchandise Information Sheet, explain the reason(s) for your selection of the merchandise. After your presentation, give your Merchandise Information Sheet to the Fashion Coordinator.

You will be evaluated on your selection of a coordinated outfit, the merchandise information you present, and how well you develop customer benefits and selling points.

Materials Needed

None

DECA

Developing Future Leaders for Marketing and Distribution

OCCUPATIONAL CATEGORY: Apparel & Accessories

LEVEL: Supervisory

INSTRUCTIONAL AREA: Personal Selling/Promotion

CASE STUDY: PREPARATION FOR FASHION SHOW

You have just received this message from the Fashion Coordinator at your store:

MEMO TO: You, A Distributive Education Student

FROM: Barb Jones, Fashion Coordinator

Because I know you are interested in a career in the apparel industry, I am asking for your help in our upcoming fashion show. Please select from your department, one coordinated outfit and appropriate accessories that you feel are the most exciting, salable, and wearable for the upcoming season. Since our time is limited, I would also like you to give me a sheet with all the basic merchandise information, selling points, and customer benefits you feel should be stressed.

I will stop in to see you and your selections in 30 minutes.

Thank you!

Coordinate the outfit and complete a corresponding Merchandise Information Sheet provided for you. The Fashion Coordinator (judge) will come into your work area after 30 minutes. You should greet him or her appropriately and make no more than a 15-minute oral and visual presentation of your selections and reasons for your choices. Show your selected merchandise as it will be worn. Remember, you will be evaluated on your selection of a coordinated outfit, the merchandise information you present, and how well you develop customer benefits and selling points.

After the presentation, the judge will collect your sheet and merchandise.

(Do Not Remove These Instructions From Area)

DECA

Developing Future Leaders for Marketing and Distribution

OCCUPATIONAL CATEGORY: Apparel & Accessories

LEVEL: Supervisory

INSTRUCTIONAL AREA: Personal Selling/Promotion

Participant #: _____

MERCHANDISE INFORMATION SHEET

Department: _____

Description of Coordinated Outfit: _____

_____

_____

_____

_____

_____

_____

Colors: _____

_____

_____

Fabric: _____

_____

_____

Care Instructions: _____

_____

_____

Description of Accessories: _____

_____

_____

Comments: _____

_____

_____

DECA

Developing Future Leaders for Marketing and Distribution

OCCUPATIONAL CATEGORY: Apparel & Accessories

LEVEL: Supervisory

INSTRUCTIONAL AREA: Personal Selling/Promotion

JUDGE'S INSTRUCTION SHEET

Competencies:

1. Demonstrate effective use of current trends in sales, customer buying habits, and styles.
2. Analyze products in relation to current trends such as fashion or style, innovations, or novelty appeal, so a better selling job can be done.
3. Translate label information into selling points.
4. Interact with customers about product information regarding the features and benefits of the major product lines in the apparel industry, such as men's and boy's wear, women's and girl's wear, infant's wear, shoes, jewelry, and cosmetics.
5. Select merchandise that is seasonal, timely, and in keeping with promotional objectives.

Directions/Procedures/Judge's Role:

Each contestant has been given 30 minutes to read a case study, select one coordinated outfit and accessories from merchandise provided, study the items and make notes on sheet provided, and prepare an oral presentation of no more than 15 minutes. The contestant will be assuming the role of a salesperson in an apparel store.

The judge is to assume the role of the store's fashion coordinator. The participant will make an oral presentation to the judge which should include the showing of a coordinated outfit to be used in an upcoming fashion show, explanation of merchandise information which will be helpful in describing the outfit in the show, and the development of customer benefits and selling points. After the presentation, the judge should collect the merchandise information sheet from the participant.

The proctor will oversee the participants in the preparation area and after each presentation, will return the merchandise to the rack or table.

Minimum Performance Level: 55

DECA

Developing Future Leaders for Marketing and Distribution

OCCUPATIONAL CATEGORY: Apparel & Accessories

LEVEL: Supervisory

INSTRUCTIONAL AREA: Personal Selling/Promotion

JUDGE'S RATING SHEET

EXCELLENT:	Participant demonstrates obvious superiority in product knowledge, verbal skills, organizational ability, and selling ability.
ABOVE AVERAGE:	Participant demonstrates better than average ability in product knowledge, verbal skills, organizational ability, and selling ability.
AVERAGE:	Participant demonstrates average ability in product knowledge, verbal skills, organizational ability, and selling ability.
BELOW AVERAGE:	Participant demonstrates unacceptable ability in product knowledge, verbal skills, organizational ability, and selling ability.
INEFFECTIVE:	Participant was totally ineffective in his or her presentation.

	Evaluation Criteria	Circle Applicable Rating				
I.	Selection of Coordinated Outfit (50)	EXCEL.	AB.AV.	AV.	BL.AV.	INEFF.
	a. Outfit color coordinated	10	9-8	7-6-5	4-3-2	1-0
	b. Outfit style coordinated	10	9-8	7-6-5	4-3-2	1-0
	c. Outfit and accessories coordinated	10	9-8	7-6-5	4-3-2	1-0
	d. Current fashion trends reflected by selection	10	9-8	7-6-5	4-3-2	1-0
	e. Most recent trends identified	10	9-8	7-6-5	4-3-2	1-0
II.	Recording of Information (20)					
	a. Sufficient merchandise information obtained from hangtags, labels, and merchandise itself	10	9-8	7-6-5	4-3-2	1-0
	b. Outfit accurately described	10	9-8	7-6-5	4-3-2	1-0

SUBTOTAL _____

CODE: SELL/PROMO82AASU **VIRGINIA ASSOCIATION**

Evaluation Criteria - Apparel Continued

		EXCEL.	AB.AV.	AV.	BL.AV.	INEFF.
III.	Development of Customer Benefits, Selling Points (30)					
a.	Merchandise information accurately translated into selling points for each item	10	9-8	7-6-5	4-3-2	1-0
b.	Customer benefits provided for each item	10	9-8	7-6-5	4-3-2	1-0
c.	Valid reason(s) given for selection	10	9-8	7-6-5	4-3-2	1-0

SUBTOTAL_____

TOTAL _____

Tie breaker - Highest score on, in order, 1d, 1e, 1a, 1b, 1c, 2a, 2b, 3a, 3b, 3c.

Minimum level - 55

CODE: SELL/PROMO82AASU **VIRGINIA ASSOCIATION**

SAMPLE PARTICIPANT'S SCHEDULES

NAME _____ SCHOOL _____

OCCUPATIONAL CATEGORY Apparel & Accessories

INSTRUCTIONAL LEVEL Master Employee

PARTICIPANT'S SCHEDULE

PARTICIPANT'S ID# 10100101

	EVENT	LOCATION	SECTION	TIME
1.	Personal Selling	Sears	A	3:15
2.	Basic/Social Skills	Hecht Company	A	1:00
3.	Buying and Pricing	Miller & Rhoads	A	2:30
4.				
5.				

NAME _____ SCHOOL _____

OCCUPATIONAL CATEGORY Apparel & Accessories

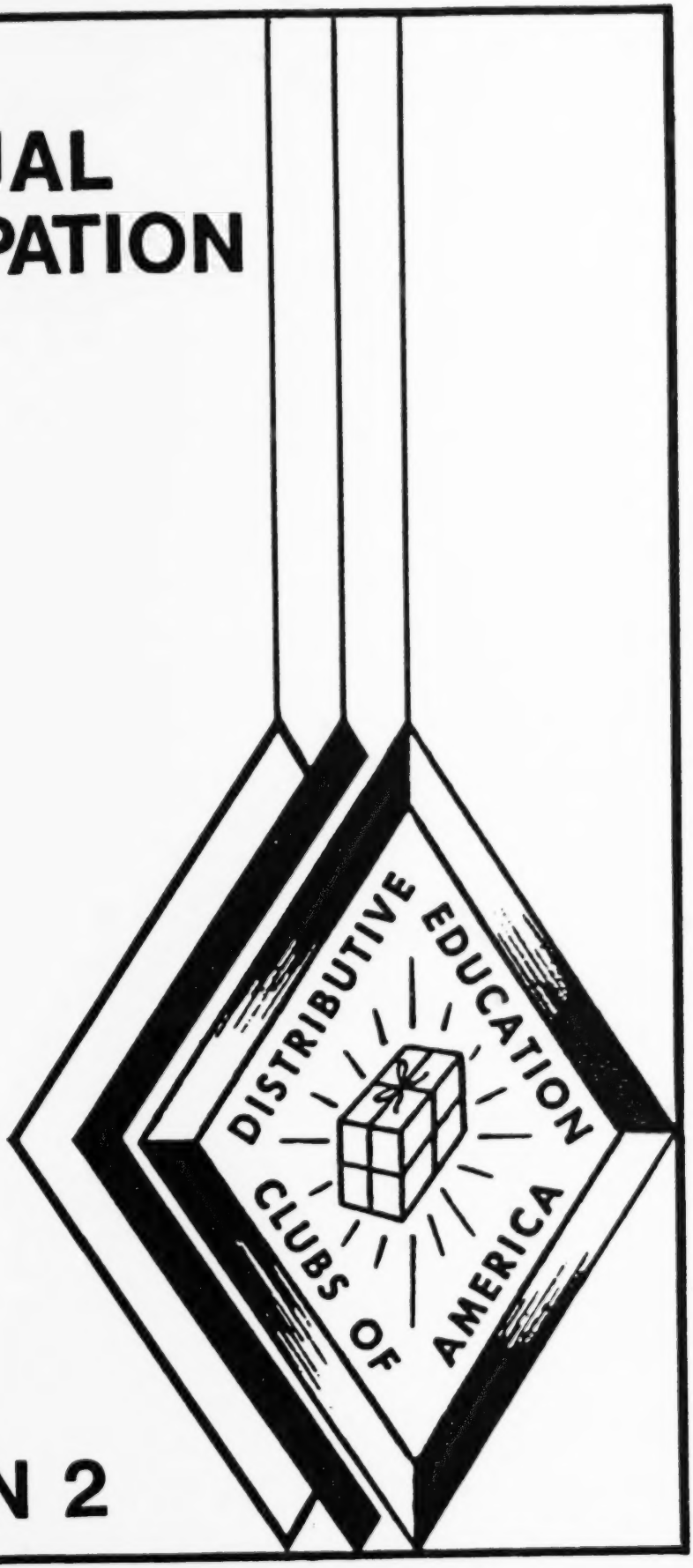
INSTRUCTIONAL LEVEL Supervisory

PARTICIPANT'S SCHEDULE

PARTICIPANT'S ID# 20100101

	EVENT	LOCATION	SECTION	TIME
1.	Basic/Social Skills	Wards	A	3:30
2.	Management/Supervision	Sears	B	2:15
3.	Personal Selling	J. C. Penney	A	1:00
4.				
5.				

INDIVIDUAL PARTICIPATION EVENTS



SECTION 2

INDIVIDUAL PARTICIPATION EVENTS

These events, sponsored by Virginia DECA and terminating at the state level, include competition both for first-year students (Fundamentals of Marketing events) and for second and third-year students (Student of the Year Competition).

Fundamentals of Marketing

Students enrolled in this program may compete in one of four individual events: Sales Demonstration, Job Interview, Selling, or Communications. These events evaluate the student's mastery of the general marketing competencies identified in the Virginia curriculum as necessary for attaining an entry-level position in the field of marketing and distribution.

The Sales Demonstration and Job Interview events allow the students to make decisions which permit some flexibility in competition. Materials necessary for the administration of these contests are included in this section.

The Selling and Communications events closely parallel the competency-based competitive events in Section 1 and should be administered according to those guidelines.

Student of the Year

Students enrolled in Marketing and Advanced Marketing programs are eligible for this event. Standards and rating forms are included in this section.

SALES DEMONSTRATION

A vast majority of the DE students in Virginia are actually on the selling floor daily during their work experience time. In many firms, students are expected to hold their own with experienced sales personnel. Only through good on-the-job supervision and excellent classroom instruction can DE students develop their talents and abilities to sell successfully in a free, competitive economy. The Sales Demonstration contest is an aid to this instruction.

Although marketing in America is based on a "make sales" philosophy, DECA firmly believes that any sale should be beneficial both to buyer and seller. The Fundamentals of Marketing student needs to be exposed to the rewarding and challenging interplay between two interested parties, if he or she is to give active and sincere consideration to a career in selling. In Virginia, the Personal Selling Teacher Resource Guide is used as one instructional element in Fundamentals of Marketing. The Fundamentals student who represents his or her DECA chapter in this competitive event should have demonstrated interest, competitive spirit, and a tentative career objective in the sales phase of Marketing.

Planning for the Contest

To provide for efficient operation of this contest, the following suggestions are recommended:

1. A general briefing session on the contest procedures must be held for all contestants.
2. Room and materials must be prearranged.
3. The following arrangement is suggested:
   a. Large table or tables for sales counter
   b. Large table and chairs for judges
   c. Table and chair for timekeeper
   d. Proper lighting and ventilation.
4. An area should be provided for waiting contestants which will not interfere with presentations being performed.
5. To speed up the contest, two rooms may be used so that one contestant may set up a display while another is being judged.

Purpose

The purpose of the Sales Demonstration contest is to enable the DE student to develop his or her ability to sell a product or service by playing the role of a salesperson.

Specifications

1. Minimum properties (table) will be provided.
2. Contestants will select the line of merchandise and props:
   a. An assortment of the product
   b. Items suitable for suggestive selling
   c. Sales slips, pads, wrapping paper, bags, etc.

3. Contestants will be given an opportunity to describe the situation briefly before the demonstration, but cannot dictate customer actions or words.
4. The customer's role will be played by the same individual in all demonstrations. The customer must be equally fair to all contestants.
5. Contestants will be introduced to the customer prior to competition. The customer will do no planning of the demonstration with the contestant.
6. Each contestant will be allowed a total of 15 minutes: a maximum of 5 minutes to set up his or her merchandise and give any explanation, and 10 minutes for the actual demonstration, including writing the sales check and wrapping or bagging the item.
7. Contestants will be identified by number only.

Customer

One person should be selected to serve as customer to all contestants. A DE alumni or sales training instructor would be suitable.

Judging

Judges should include a good salesperson, a sales training instructor, and a business executive familiar with the DE curriculum. Judges will rate each demonstration independently, using the prepared rating sheet, and confer later to select the winner.

Instructions to the Chapter Advisor

1. Each entrant should prepare and submit a product information sheet such as the one shown on the next page. The sheet should be mailed to the district advisor along with the contestant's entry form.
2. Merchandise to be sold must be portable and brought into the room where the contest is being held.
3. Merchandise to be sold must be such that 10 minutes is adequate to make the sale.
4. No penalty is to be given if contestant goes over the 10-minute time limit.
5. All sales are to be charge. Whether they are take or send will depend on the item sold and the decision of the customer.
6. Appearance of the contestant should be in keeping with merchandise being sold, as shown in the following examples:
   a. Sporting goods--salesperson in knit shirt, etc.
   b. Oil industry product--salesperson in service station uniform
   c. Apparel--salesperson in dress as required by the store where such apparel is sold.
7. Customer is to be instructed to be consistent: to buy from all contestants or to buy from none. Thus, all contestants will be competing on an equal basis.

PRODUCT INFORMATION SHEET FOR SALES DEMONSTRATION

Mail to District Advisor
10 days before contest

SPECIFICATION OF PRODUCT:

A. Select product which you actually sell or one which interests you.

B. Select an assortment of product (if possible).

C. Select a product which can be sold in 10 minutes.

D. Select article suitable for suggestive selling.

DESCRIPTION OF PRODUCT:

Name of Product _____ Retail Price _____

Brand _____ Color(s) _____

Size _____ Style(s) _____

Material product is made of _____

_____

_____

_____

Special features or selling points _____

_____

_____

_____

_____

Articles selected for suggestive selling _____

_____

_____ _____
(Student's Name) (Chapter)

SALES DEMONSTRATION RATING SHEET

CONTESTANT'S No.____

THE SALESPERSON						PARTICIPANTS SCORE
Approached the customer correctly for the selling situation	5	4	3	2	1	
Used an appropriate greeting	5	4	3	2	1	
Showed proper appearance	5	4	3	2	1	
Spoke clearly and distinctly	5	4	3	2	1	
Determined customer needs	5	4	3	2	1	
Showed the merchandise effectively	10	8	6	4	2	
Was interested in customer's problem	5	4	3	2	1	
Met objections tactfully	10	8	6	4	2	
Used sufficient merchandise information	10	8	6	4	2	
Demonstrated merchandise effectively	10	8	6	4	2	
Used suggestive selling	10	8	6	4	2	
Closed the sale effectively	10	8	6	4	2	
Used correct wrapping and sales slip procedure	10	8	6	4	2	
TOTAL POSSIBLE POINTS	100					TOTAL JUDGED POINTS____

JOB INTERVIEW

In Virginia, job application and interviewing techniques are taught during the first semester from the Employment and Advancement Teacher Resource Guide and reviewed near the end of school to prepare students for future interviews. The Fundamentals of Marketing Job Interview Event is a practical evaluation of this instruction, and all students should have the opportunity to demonstrate this knowledge and ability to apply what has been learned.

The students who represent their chapter in this event should have shown special interest and ability in handling themselves during an interview.

Purpose

The purpose of this event is to provide the opportunity for students to demonstrate competency in job interview skills. The participant is interviewed after completing an employment test and application form.

Personnel Needed

a. Proctor to administer employment test
b. Receptionist to administer application procedure and greet and announce the applicant
c. Interviewer to represent the employer.

Judging

A total of 200 points is possible for the entire event. The proctor grades the employment test; the receptionist grades the pre-interview and the application blank; and the interviewer grades the actual interview. Interview questions should deal primarily with the position for which the student is applying and his or her future plans.

Facilities and Equipment

Adjoining rooms are recommended. One room, equipped with tables or desks, is needed for the administration of the employment test. A second room, equipped with a desk and chair for the receptionist and a table and chair for the student, functions as the waiting room, in which students fill out their job applications. The third, or inner room, equipped with one desk and two chairs, is the interview room.

Guidance and regular school administration offices make excellent interviewing facilities.

Event Procedures

1. Room and materials should be prearranged.

2. Students gather in the testing room for a general briefing session.

3. The proctor identifies him- or herself, gives the basic instructions for, and administers the employment test. The test has a 30-minute time limit.

4. The proctor times the test and takes up the completed tests at the end of the 30-minute time limit.

5. Students obtain their job application forms from the proctor and proceed to the application room. The receptionist takes up the completed application forms. Students wait for their turn to be interviewed.

6. Interviews are conducted in the inner offices by the interviewers.

Specifications

1. Participants must apply for a specific entry-level job in marketing or distribution.

2. Participants must wear appropriate clothing for the interview.

3. Participant cannot assume any previous work experience on the application or in the interview.

4. After the application is completed, the participant is interviewed by a personnel director. Participants are not permitted to use resumes or any similar material prepared in advance.

5. Participants are not allowed to use calculators or other mechanical devices.

6. Students entering this contest may not enter another participating contest.

APPLICATION FOR EMPLOYMENT

HIGH SCHOOL DIVISION

CONTESTANTS NO. _____

DO NOT PRINT

POSITION APPLIED FOR _____

NAME _____ DATE _____
LAST FIRST MIDDLE INITIAL

ADDRESS _____
(STREET/RFD) (CITY) (STATE) (ZIP CODE)

TELEPHONE NUMBER_____ SOCIAL SECURITY NUMBER_____

INTERESTED IN: TEMPORARY WORK_____ FULL TIME _____ PART TIME _____

SATURDAY ONLY _____ SALARY EXPECTED _____

ARE YOU RESPONSIBLE FOR YOUR ENTIRE SUPPORT? _____

NATURE OF ANY PHYSICAL DEFECTS _____

NUMBER OF DAYS ABSENT FROM SCHOOL IN THE PAST YEAR _____

REASON FOR ABSENCES _____

DATE OF LAST PHYSICAL EXAMINATION _____

EDUCATION	CIRCLE GRADE COMPLETED	NAME OF SCHOOL	LOCATION	MAJOR SUBJECT	YEAR GRADUATED
ELEMENTARY	1 2 3 4 5 6 7 8			XXXXXX	XXXXXXXXX
HIGH SCHOOL	1 2 3 4				
BUSINESS OR VOCATIONAL	1 2 3 4				
COLLEGE OR UNIVERSITY	1 2 3 4				

OVER

GIVE DETAILS OF OTHER TRAINING _____

_____

WHAT ARE YOUR HOBBIES AND/OR EXTRA-CURRICULAR ACTIVITIES? _____

_____

WHY DO YOU FEEL QUALIFIED FOR THE POSITION FOR WHICH YOU ARE APPLYING?

_____

_____

_____

_____

PERSONAL REFERENCES
(DO NOT GIVE NAMES OF RELATIVES)

	NAME	ADDRESS	OCCUPATION	PHONE
1.				
2.				
3.				

JOB INTERVIEW RATING SHEET

Contestant: _____

FACTOR	POSSIBLE POINTS	POINTS AWARDED
PRE-INTERVIEW: (For Receptionist's use only)		
The applicant's greeting, introduction, and general impression made	10	
APPLICATION BLANK: (For Receptionist's use only)		
The applicant's neatness, legibility, and completeness	15	
PERSONAL APPEARANCE: (For Interviewer's use only)		
The applicant's neatness, grooming, and attire	25	
ACTUAL INTERVIEW: (For Interviewer's use only)		
The applicant's greeting, introduction, courtesy, knowledge, attitude, interest, confidence, personality, initiative, and sincerity	40	
POST INTERVIEW: (For Interviewer's use only)		
The applicant's manner and skill in terminating the interview	10	
EMPLOYMENT TEST: (Graded by Proctor) (30 minutes)	100	
TOTALS	200	

STUDENT OF THE YEAR

Each DECA chapter has among its members one student who stands out in achievement and participation in all DE program activities; and further, represents the chapter and program best in the total school program. The student should be selected to represent his or her DECA chapter in the Student of the Year competition.

This event requires a combination of a detailed written report (a manual, submitted prior to the contest) and an interview, held at the contest site. The manual of activities must appear as outlined in the Standards section.

Planning for the Contest

To provide for efficient operation of this contest, the following suggestions are recommended:

1. A general briefing session on the contest procedures must be held for all contestants.

2. Room and materials must be prearranged.

3. The following arrangement is suggested:

   a. The room should have a warm, comfortable atmosphere.

   b. The judges' chairs should be arranged so that the contestant does not have to shift positions to talk to each judge.

   c. An area should be provided for contestants who are waiting for their interviews.

4. A separate room is necessary for judging the manuals.

Purpose

The purpose of the Student of the Year competition is to encourage the highest degree of individual student achievement in all DE program activities and in the total school program, and to give special recognition to those students who attain this degree of achievement.

Specifications

1. Candidates will be rated on the basis of objective standards, which carry point values according to the degree of importance.

2. A written report is required and must be submitted in a single official DECA notebook. The report may not exceed 30 pages. Only the first 30 pages will be evaluated if the page limit is exceeded. The report must be presented in the same sequence as identified in the Standards and, to be valid, must carry all signatures and substantiating evidence called for. If presented in sheet protectors, both sides must be used; the limit is 15 sheet protectors.

3. The period of time for which points can be claimed shall be as follows:

   District: From the close of the immediate past State Leadership Conference to the opening of the District Leadership Conference.

   State: Updated after the District Leadership Conference and forwarded to the state contest consultant at the prescribed date prior to the State Leadership Conference.

4. Contestants should submit a personal photograph, not to exceed 3 by 5 inches in size.

5. Two points will be awarded to contestants who are officer candidates at the State Leadership Conference only.

Judges

There must be a minimum of three interview judges for each section, including two business people and one school administrator or guidance person.

The manual is judged by one of the following, selected by the district advisor:

District advisor from another district
P & P Committee member
Board of Trustees member
State staff member
Teacher-educator
Local supervisor.

The individual who judges the manual will also have the responsibility of certifying the district winners.

Judging

Interview: The committee will interview all contestants at a time not to conflict with any other contest in which they may be competing. The judges will then confer to determine interview points for each contestant.

Manual: Standards I through IV are prepared prior to the contest by the contestant in a written report. The report should be complete, attractive, and fully substantiated by the proper authorities and by publicity. The interview score will be added to the manual score to determine the winner.

Tiebreaking Procedure

The section on vocational standing in the Standards will be used by the person judging the manual to break a tie in scoring.

Instructions to Chapter Advisor

1. A point system has been established for the scholastic standing (grade average) of each contestant. This point system is included in the Standards section and will be used by the person judging manuals at the district level.

2. Weighted grades, advanced classes, accelerated groups, etc., do not receive extra grade credit.

3. It is important that the manual be put in the order requested in the DE Student of the Year entry form. Each section should be designated as follows:

   I. DECA Activities
   II. Overall School Record
   III. Scholastic Standing
   IV. Vocational Standing

4. A Career/Job Report is required and must be submitted on an official Career/Job Report form provided by VA DECA. Information given on this form cannot be reduced and only one side of the page may be used. A copy of this report must appear in the Vocational Standing section of the manual, plus a copy must be taken by the student to the interview. This hand-carried copy will be given to the interview judges prior to the student's interview.

STUDENT OF THE YEAR EVENT STANDARDS

I. DECA ACTIVITIES (LOCAL, DISTRICT, STATE) — 40 pts.

A. The 40-point maximum is based on the student's attendance, degree of participation, display of leadership ability, and the fulfillment of assigned responsibilities. Dates of activities must be given.

1. Local, district, and state business and professional activities, including DE honors and awards (16)

2. Local, district, and state promotional activities (12)

3. Local, district, and state social and recreational activities (6)

4. Competitive events: (4)

a. 1 point for one additional competitive event

b. Points for winning: 3 for first place, 2 for second place, and 1 for third place (state contest only)

5. State officer candidate (2)

B. A written description of the basis for points given must be attached and signed by the chapter advisor and high school principal.

II. SCHOOL RECORD — 10 pts.

A. The 10-point maximum is based on 5 points for each of the areas listed below. Points for each area to be determined by the chapter advisor, in consultation with the principal.

1. Participation in extracurricular activities (5)

2. Honors and awards (other than DE) (5)

B. A written description of the basis for points claimed must be attached and signed by the chapter advisor and principal.

III. SCHOLASTIC STANDING — 10 pts.

A. The 10-point maximum is based on the student's grades taken from the previous three semesters. An official high school transcript must be submitted and the school grading procedure explained in relation to grades of "A," "B," "C," "D," and failing. The DE co-op program grades (2 credits) are counted as two letter grades.

III. B. The following point values below will be given to each Student of the Year contestant based upon his or her grade point average.

Grade Average	Points	Grade Average	Points
4.0	10	3.0	5
3.9	9-1/2	2.9	4-1/2
3.8	9	2.8	4
3.7	8-1/2	2.7	3-1/2
3.6	8	2.6	3
3.5	7-1/2	2.5	2-1/2
3.4	7	2.4	2
3.3	6-1/2	2.3	1-1/2
3.2	6	2.2	1
3.1	5-1/2	2.1	1/2

IV. VOCATIONAL STANDING

A. The 40-point maximum is based on the student's performance on the job and in the classroom. 40 pts.

B. Separate statements as indicated below must be included in this section.

Examples of information that must be included are:

1. A training plan describing tasks the student has developed on the job. This training plan must be on the recommended VA Cooperative DE Training Plan or on a plan that contains the five required components of the VA Cooperative DE Training Plan. (5)

2. A statement of the student's vocational objective and the degree to which it has been fulfilled, as well as future plans for meeting this objective, prepared and signed by the student. This section must also contain a copy of the Career/Job Report. (15)

3. A letter from the employer describing the student's job performance during the current school year with <u>specific</u> examples which indicate growth and progress in such areas as appearance, reliability, production, enthusiasm, initiative, judgment, cooperation, and responsibility. (15)

IV. B. 4. An evaluative statement by the coordinator, concerning the student's classroom performance and identifying tasks learned through classroom instruction, must be included. (5)

V. INTERVIEW

A. The 100-point maximum is based on a personal interview before a reviewing committee. Emphasis is placed on the student's Career/Job Report and the student's ability to communicate progress in that career. The interview will also consist of questions on the free enterprise system and DECA. 100 pts.

B. Total points to be allowed will be determined by the reviewing committee.

TOTAL POSSIBLE POINTS 200 pts.

STUDENT OF THE YEAR CAREER/JOB REPORT

STUDENT OF THE YEAR
CAREER/JOB REPORT

_____

Career Objective:

Vocational Job Description (List major job tasks):

Current Job Title:

STUDENT OF THE YEAR INTERVIEW RATING SHEET

NAME OF CANDIDATE_____ SCORE BOX

_____

_____

BUSINESS CONDUCT (POSSIBLE 10 POINTS)

a. Greets committee and introduces self
b. Volunteers appropriate information
c. Uses English and words correctly — 2 4 6 8 10
d. Speaks distinctly and answer clearly
e. Expresses enthusiasm
f. Shows mental alertness/self-confidence

UNDERSTANDING OF FREE ENTERPRISE--DE--DECA (NOT TO EXCEED 30 POINTS)

QUESTION (ASK AT LEAST THREE QUESTIONS)

No. 1_____ 2 4 6 8 10

No. 2_____ 2 4 6 8 10

No. 3_____ 2 4 6 8 10

PERSONAL APPEARANCE (POSSIBLE 10 POINTS)

a. Wears businesslike, neat attire
b. Exhibits neat, clean appearance — 2 4 6 8 10
c. Sits, stands erect
d. Appears at ease

(Continued on reverse side)

CAREER/JOB GROWTH & DEVELOPMENT (POSSIBLE 50 PTS.)

STUDENT JOB CAREER_____

(ASK AT LEAST FIVE QUESTIONS)

Question No. 1_____ 2 4 6 8 10

_____

Question No. 2_____ 2 4 6 8 10

_____

Question No. 3_____ 2 4 6 8 10

_____

Question No. 4_____ 2 4 6 8 10

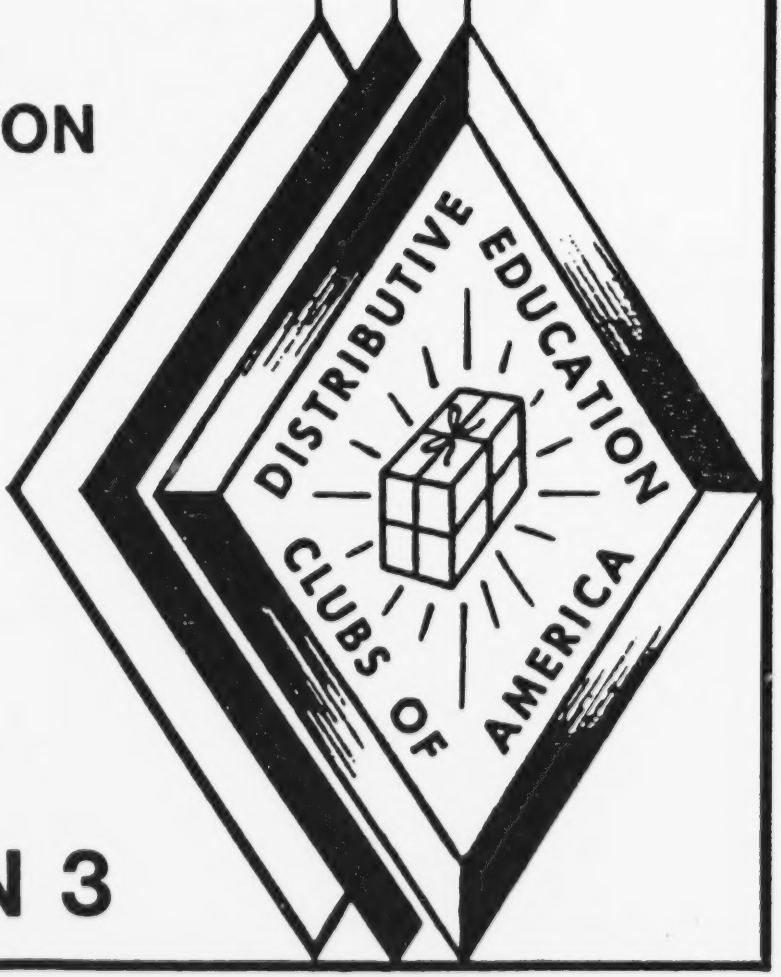
_____

Question No. 5_____ 2 4 6 8 10

_____

SELECTION AND TRAINING OF JUDGES

FOR COMPETENCY-BASED AND INDIVIDUAL PARTICIPATION EVENTS



SECTION 3

SELECTION AND TRAINING OF JUDGES

Each contestant is entitled to have fair and impartial judging of his or her performance. This can be accomplished by selecting as judges those persons who have the knowledge and expertise in the competitive events to which they are assigned. In addition, each judge selected must be thoroughly trained in the specifications for the competitive event, points to consider for judging, and the techniques of working with young people.

Proper training will enable the judges to select the best qualified student, based on fair and impartial criteria. Persons who do not have the time for this training should not be asked to judge competitions.

The outcome of competitive events will be determined by how well judges have been selected and trained.

Selecting the Judges

1. The types of judges to be selected are listed in the specifications for each competitive event.

2. Judges should be selected for their knowledge and expertise in their respective distributive fields.

3. Judges should be selected one month prior to the event.

4. Judges should not be familiar with contestants or show school partiality.

Informing the Judges

1. A personal interview should be extended to each person selected.

2. A letter or information sheet outlining the purpose and other pertinent data concerning the contest should be given to each judge. The sheet should include time and place of training session and time and place of final judging.

3. Judges should be asked to review materials and note any questions they may have.

Training the Judges

1. Contest administrators should meet with judges for coffee or lunch to discuss the following:

    a. Purpose of the competitive event
    b. How contest is conducted
    c. Student class study and experience
    d. Rating sheet and relationship to specifications
    e. Techniques on arriving at a composite score for each contestant.

2. Specific training for each competitive event is outlined as follows:

    <u>Sales Demonstration</u>

    a. Give judges a "dummy" copy of a sales script or have them observe and rate a videotape of an actual sales demonstration.

b. Have judges rate contestant independently and confer for a composite score.

c. Answer any questions judges may have concerning the contest.

d. Ask judges to observe salespeople and make mental notes on their good and bad techniques.

Student of the Year

a. Cover types of questions with interview judges that should be asked each contestant regarding educational background, interest and participation in DECA, and knowledge of the free enterprise system.

b. Discuss with judges techniques for asking questions of contestants in a fair and impartial way.

c. Decide on time limit for each contestant's interview.

d. Have a student appear before judges for a mock interview. Have judges rate independently and confer for a composite score.

Job Interview

a. Cover the difference in the ratings of the proctor, interviewer, and receptionist.

b. Explain that interview questions should be basic and not designed to trap contestants.

c. Hold mock interviews, using a place that will have facilities similar to actual contest room and providing forms and equipment. Arrange for a student to go through all the contest steps; have the judges rate separately, then confer and make up total score. Discuss and clarify points and procedures.

Competency-Based Competitive Events

a. Make sure that judges are completely familiar with their events.

b. Explain that students should be evaluated against standards and expectations that are determined in advance.

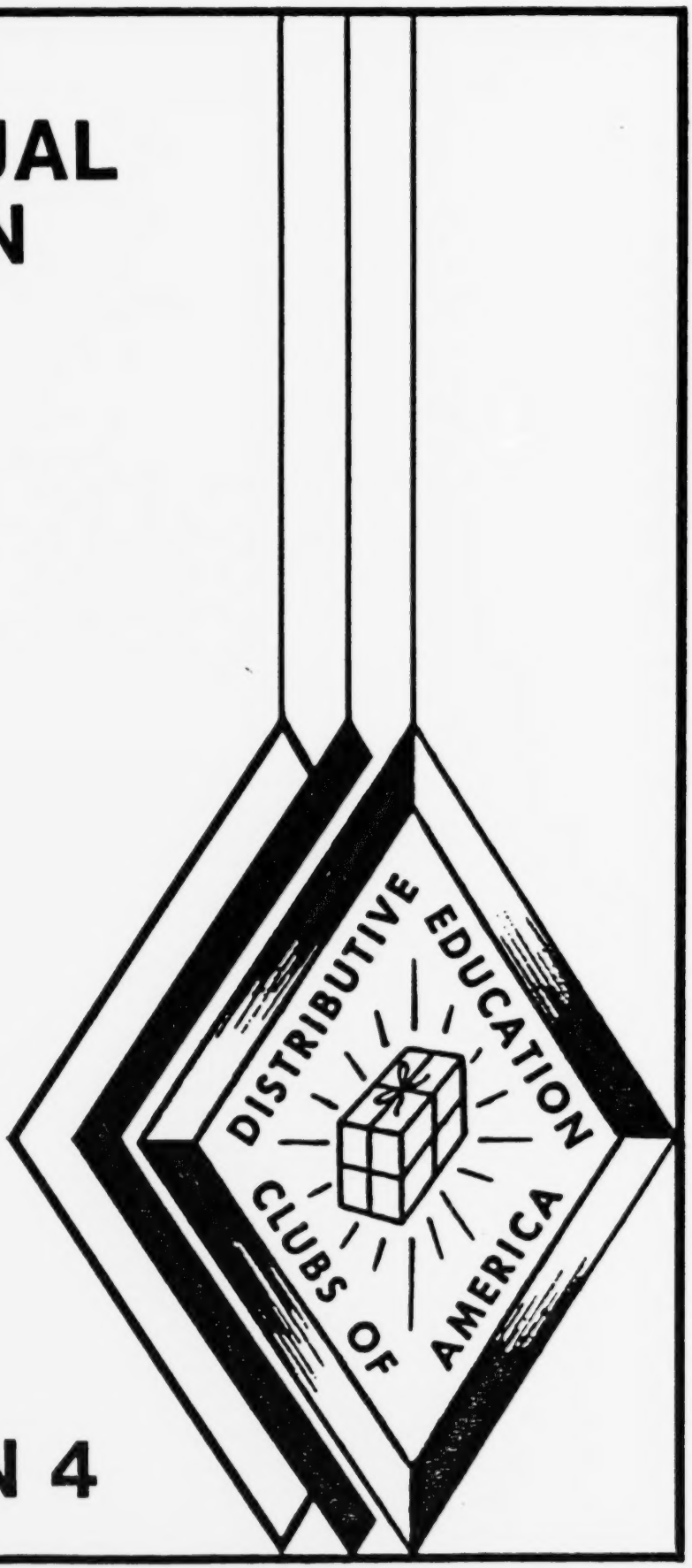
c. Emphasize the critical requirement that the judges be consistent in their evaluations, maintaining the same expectations for all students as the day progresses.

d. Inform the judges whom to contact if there are any questions during competition.

3. The contest administrator should visit the judges several days prior to the contest to remind them of the date, time, and location and answer any last-minute questions; then call them the day of the contest as a final reminder.

4. Afer the contest, the contest administrator should write letters of appreciation to both judges and students who assisted in training or the contests.

INDIVIDUAL WRITTEN EVENTS



SECTION 4

INDIVIDUAL WRITTEN EVENTS

These contests are held on the state level only and consist of two events. The Career in Distribution Manual is prepared by first-year students, and the Merchandise Sales Manual is prepared by second- or third-year students.

Career in Distribution Manual

The experience of thoroughly investigating a career in distribution before seeking inital employment meets a major objective of the Fundamentals of Marketing course and Virginia DECA.

Manual assignments should begin with the unit "Development of Personal Characteristics for Employability," so that students have sufficient time to obtain information and materials. The manual should be prepared by the students in conjunction with the curriculum area of Employment and Advancement.

Merchandise Sales Manual

The experience and knowledge that students receive by preparing a Merchandise Sales Manual is a concrete example of how to find out basic sales information about a specific product and how to put that knowledge into written, visual form for practical use in an actual selling situation.

The Merchandise Sales Manual selected to represent a chapter should have begun as an assignment in the curriculum area of Personal Selling.

CAREER IN DISTRIBUTION MANUAL

Purpose

The purpose of this event is to provide an organized procedure by which a DE preparatory student can thoroughly investigate a career in distribution which is of particular interest to him or her.

Specifications

1. The manual must be on a single, specific career such as fashion coordinator, professional model, buyer, professional salesperson, commercial artist, or store manager; or a special type of any one career, such as a jewelry store manager or cosmetics salesperson. The student will find personal interviews with both employees and managers to be beneficial in preparing the manual.

2. The first page of the manual must list the following information:

   a. Type (Career in Distribution Manual)
   b. Title of manual
   c. Name of student
   d. Name of chapter
   e. Name of school
   f. City and state

3. The second page must provide an explanation, signed by the student and coordinator, showing the relationship of the entry to the student's occupational goal or aspirations.

4. The manual is limited to 30 pages and must conform to the following format:

   a. Development of the Career
      . Origin of the Career
      . Development of the Career
      . Outlook for the Future

   b. Nature of the Work
      . Purpose of Work in Social Order
      . Description of Duties
      . Advantages and Disadvantages

   c. Personal Qualifications
      . Physical Requirements
      . Ability Requirements
      . Personal Qualities Desired

   d. General Qualifications
      . Education Required (Formal Schooling)
      . Training Required (On-the-Job)
      . Preparation Costs

   e. Opportunities in the Career
      . Promotion
      . Income
      . Personal Satisfaction

   f. Starting and Growing Positions
      . Entry Positions
      . First Promotion Positions
      . Second Promotion Positions

CAREER IN DISTRIBUTION MANUAL

(Suggested Page Outline for the Manual)

MANUAL INTRODUCTION

Title Page (see Specification #2)	Not in Plastic
Occupational Goal (see Specification #3)	Not in Plastic
Cover (Career identification)	1 page
Purpose and Use of Manual	1 page
Table of Contents	1 page
DEVELOPMENT OF CAREER	5 pages
NATURE OF WORK	5 pages
PERSONAL QUALIFICATIONS	4 pages
GENERAL QUALIFICATIONS	4 pages
OPPORTUNITIES IN THE CAREER	3 pages
STARTING AND GROWING POSITIONS	3 pages
GLOSSARY	2 pages
BIBLIOGRAPHY	1 page

CAREER IN DISTRIBUTION MANUAL—RATING SHEET

Contestant_____ Chapter_____

Title of manual_____

POINTS AWARDED

PURPOSE: (Possible Points--5) _____

Is the purpose expressed clearly in preface and does the manual achieve this purpose? _____

RELATIONSHIP TO OCCUPATIONAL GOAL: (Possible Points--5) _____

The second page of the Career in Distribution Manual must provide an explanation, signed by the student and coordinator, showing the relationship of the entry to the student's occupational goal or aspirations.

ORGANIZATION: (Possible Points--10) _____

Preface and Table of Contents
Bibliography and Glossary
Arrangement and Continuity

APPEARANCE: (Possible Points--15) _____

Originality and Selling Power
Appropriateness of Illustrations
Neatness and Layout

USE OF WORDS: (Possible Points--5) _____

Grammar and spelling

CAREER COVERAGE: (Possible Points--60) _____

a. Development of the Career
b. Nature of Work
c. Personal Qualifications
d. General Qualifications
e. Opportunities in the Career
f. Starting and Growing Positions

TOTAL POINTS AWARDED _____

MERCHANDISE SALES MANUAL

Purpose

The purpose of this event is to provide experience in research, selection, and organization of information for practical use in selling a specific item of merchandise.

Specifications

1. The manual must be on a specific item of merchandise and not just one brand or one material. For example, a manual on men's formal dress shirts would not be confined to just Jones shirts or nylon shirts.

2. The manual should be designed and illustrated to allow customers and employees to refer to it quickly and efficiently for information about the product.

3. The first page must include the following information:

   a. Type (Merchandise Manual)
   b. Title of Manual
   c. Name of Student
   d. Name of School and City

4. The second page of the Merchandise Sales Manual must provide an explanation, signed by the student and teacher, showing the relationship of the manual to the student's occupational goal or present cooperative on-the-job training.

5. The manual must cover the information as specified in the suggested outline for the manual. Maximum page allotment for each category is given.

MERCHANDISE SALES MANUAL
SUGGESTED OUTLINE

MANUAL INTRODUCTION	
Title page (see Specification #4)	Not in Plastic
Occupational goal (see Specification #5)	Not in Plastic
COVER (Product Identification)	1 page
Purpose and use of manual	1 page
Table of contents	1 page
PRODUCT IDENTIFICATION	
Ways the product is used (general)	2 pages
Ways product benefits customer (general)	2 pages
Product classification (kinds, types, grades, sizes, prices, materials, colors, etc.)	8 pages
SELLING VALUES OF PRODUCT	6 pages
Service, appearance, safety, comfort, convenience, quality, construction, etc.	
PLUS VALUES OF OUR BRAND	2 pages
Warranties, service, quality, etc.	
PRODUCT CARE	2 pages
PRODUCT BACKGROUND	
History, development, change, etc.	2 pages
Customer complaints, questions	2 pages
BACK COVER	1 page

MERCHANDISE SALES MANUAL—RATING SHEET

Entry Number _____

Title of Manual _____

POINTS AWARDED

PURPOSE: (Possible Points--10) _____

Does the purpose clearly limit the subject title in the preface and does the manual achieve the stated purpose?

RELATIONSHIP TO OCCUPATIONAL GOAL: (Possible Points--10) _____

The second page of the Merchandise Sales Manual must provide an explanation, signed by the student and teacher, showing the relationship of the manual to the student's occupational goal or present cooperative on-the-job training.

ORGANIZATION: (Possible Points--10) _____

Table of contents
Overview clearly presented
Arrangement of information
Continuity of thought

APPEARANCE: (Possible Points--15) _____

Originality and use of words
Appropriateness of illustrations
Neatness and layout

SELLING POWER: (Possible Points--15) _____

Presents product in best possible way
Induces customer interest
Should result in increased sales

SUBJECT COVERAGE: (Possible Points--40) _____

The information should be clear, concise, complete, and usable in the business firm where the student is employed. Basic merchandise sales information, such as types, styles, grades, sizes, weights, care, uses, finishes, brands, selling points, customer questions and complaints, and advantages and disadvantages should be included.

Total Points Awarded _____

CHAPTER ACTIVITIES

SECTION 5

CHAPTER ACTIVITIES

Virginia DECA chapters may earn awards at the district, state, and national levels. There are four types of projects available, three of which are outlined in this section.

Annual Report (with or without associated DECA Diamond Project Manual): Chapters may compete for district awards (Trustee or Investor) or state awards with a report which chronicles the year's activities (from one State Leadership Conference to the next).

DECA Diamond Projects: Chapters may submit up to four projects, one for each point of the DECA diamond: Leadership Development, Vocational Understanding, Civic Consciousness, and Social Intelligence. Diamond project manuals may be submitted alone by chapters competing for state awards, or in conjunction with the Annual Report by chapters competing for district Trustee Awards.

Research Project: Chapters may compete for state and national awards by submitting a research project such as the Creative Marketing Project outlined in this section.

Phillips Free Enterprise Projects: This is a state and national event for both individuals and chapters, sponsored and judged by Phillips Petroleum. A separate manual of instructions is available for those interested in this competition.

DECA ANNUAL REPORT

The primary objectives of the chapter activities outlined in the Annual Report is to give students an opportunity to discover and develop special talents, abilities, and leadership qualities which they might use in pursuing careers in the field of marketing and distribution. These activities encompass both individual participation and group activities projects. In developing a program of chapter activities, emphasis should be placed on those activities included in the DECA Annual Report, which is based on the aims and puposes of Virginia DECA and is, therefore, the standard of excellence for all DECA chapters.

The Annual Report represents a written document of all the activities a local chapter conducts in a given year. Although the format may differ, it follows the pattern of an annual report of a business. The report may be used for a variety of purposes:

. As a document for competition in the DECA Annual Report competitive event

. As a report to school administrators and guidance personnel

. As a promotional tool to share with potential students and parents

. As an instructional device to illustrate a business annual report.

General Philosophy

The goal of DECA in the Distributive Education Program is based upon the belief that DECA is co-curricular, in that it provides opportunities to develop further competencies normally learned in the classroom and either on the job or through occupational experiences. A comprehensive program of activities is the best assurance that all members will benefit from the educational objectives of Virginia DECA. Participating in the DECA Annual Report Event will foster a comprehensive program of activities.

Purpose

The purpose of the DECA Annual Report event is to encourage DECA chapters to plan a yearly program of activities in keeping with the goals and creed of DECA, and to give recognition to those chapters that fulfill these aims and purposes to a high degree.

Organization of the Annual Report Event

The DECA Annual Report is organized into twelve standards, each of which is valued by a predetermined amount of shares. The shares are symbolic of the investment a local chapter makes in its commitment to establishing and maintaining an active DECA chapter. For each standard completed and reported, the total amount of shares for that standard is automatically awarded to the chapter. The shares are then totaled and awards are determined as presented in the specifications for the event.

Included in these supporting materials are the specifications, standards, and official entry form for the Annual Report project, plus specifications for a separate DECA Diamond Project manual (for chapters competing for Trustee Awards) and guidelines for the Officer Training Conference.

Specifications

1. Local chapters competing for district and state awards will be rated on the basis of objective standards which carry share values according to the degree and importance of the activity.

2. Awards for the DECA Annual Report will be given in two categories: 1) The Investor Awards; and 2) The Trustee Awards.

3. Shares are awarded automatically for each standard completed and reported as specified.

4. A maximum of 1,000 shares is possible in the Investor Awards category and 1,200 shares in the Trustee Awards category.

5. Three types of Investor Awards will be given. To receive one of these awards, a chapter must earn a predetermined amount of shares, as follows:

   a. Blue Chip Award--1,000 shares
   b. Preferred Award-- 825 shares
   c. Fortune 500 Award--500 shares

6. The Trustee Awards are the top chapter awards for the DECA Annual Report. First, second, and third place awards will be given in this category. The Trustee Awards will be determined by adding the Diamond Project shares and the Annual Report shares. (Note: To compete for an Investor Award, a chapter must submit a DECA Annual Report. To compete for a Trustee Award, a chapter must submit a DECA Annual Report and a DECA Diamond Project Manual.) District Trustee Awards will be presented to the chapter in each district with the most points over 1,000.

   The period of time for which shares can be claimed shall be from the close of the immediate past State Leadership Conference to the close of the current year's State Leadership Conference, unless otherwise specified.

7. To report the activities completed in the DECA Annual Report, a chapter must use a standard DECA Annual Report notebook and the standard reporting forms. Shares will be awarded only if these materials are used. These materials may be obtained from the area supervisor. A 40-page maximum is in effect. No substitutions can be made. Sheet protectors may not be used. Additional items such as pictures, letters of support, etc. may be added on the official pages provided, at the end of the Annual Report only, and may not exceed the page limit. It is highly recommended that the report be typed.

8. All signatures required on the official entry form must be present in order for shares to be awarded. These signatures will serve as documentation for all of the activities reported in the annual report.

9. Since the area supervisors serve as administrators for DECA in their area, it is recommended that chapter sponsors keep them fully informed about all DECA activities in their chapters.

10. The Official Entry Form must be included immediately following the table of contents.

11. Within the standards for the DECA Annual Report, there is a provision which states that a chapter may not count certain events (items) in more than one section in its annual report. If an event or item is counted twice in the report and identified by the judges, the appropriate number of shares for the duplicated event will be deducted from the share total.

12. The official entry form for the DECA Annual Report will constitute the basis for judging. Determination of the awards will be based on information and materials contained in the DECA Annual Report manual. Each report will be reviewed and the winners determined.

NOTE: Each DECA Chapter must have a designated meeting location to conduct some or all of its official meetings. The location should have the following items:

a. DECA creed framed
b. DECA banner displayed
c. Local charter framed.

STANDARDS FOR THE DECA ANNUAL REPORT PROJECT

		Shares
I.	INSTALLATION/INITIATION CEREMONIES	50

The 50 shares are based on conducting both types of formal ceremonies; 25 shares will be awarded for each. Suggestions for these ceremonies are included in the Officer Installation/Member Initiation Ceremonies guidelines (pg. 82).

II.	DE RECRUITMENT ACTIVITY	100

A. The 100 shares are based on the completion of at least one activity.

B. Examples of recruitment activities are as follows:

Brochure
Presentation
News release
Open house
Radio spot
Television spot
School intercom spot.

Note: The activity reported for this standard cannot be reported for Standard IV.

III.	CHAPTER MEETINGS	100

A. The 100 shares are based on an automatic 25 shares per meeting. Credit is given for only 4 meetings.

B. To receive credit for this standard, chapter members must conduct at least two official professional chapter meetings. The other two meetings may be professional chapter meetings or regular business meetings.

1. Official professional chapter meetings include meetings other than regular business meetings, at which time a guest speaker, film, or other feature is planned for the purpose of promoting professional growth.

2. A theme must be established for each professional chapter meeting, such as "Professional Dress in Business," or "Employee Initiative--A Key to Success."

IV.	PUBLIC INFORMATION/PUBLIC APPEARANCES	160

A. Public information activities may count for a maximum of 120 shares.

1. The 120 shares are based on 20 shares for each item of publicity appearing in local or school newspapers; trade publications; school division publications; district, state, and national newsletters (New Dimensions, Keeping in Touch, etc.)

Shares

IV. A. 2. All articles must appear in print to be valid for shares and must present some type of information related to distributive education. (Articles must have been published since the close of the previous State Leadership Conference).

3. A television or radio program may be substituted for two articles. For example, chapter members may submit four published articles and one television or radio program to receive full credit.

4. The television or radio program must be at least 15 minutes in length. Spot announcements are valid if the total cumulative time is in excess of 15 minutes.

5. The television or radio program must present some phase of distributive education.

B. Public appearances may count for a maximum of 40 shares.

1. The 40 shares are based on an automatic 20 shares for each of two appearances. Credit is given for only two appearances.

2. At least one appearance must be made before a civic or trade association such as Retail Merchants Association, Chamber of Commerce, Business and Professional Women's Club, Kiwanis, Rotary, Lions,or Ruritan Club. The other appearance may be with any other school or community group (PTA, adult class, etc.). However, appearances may be made before two civic or trade associations to receive full credit.

3. Each appearance must be made before a legitimate meeting of a particular group.

4. Each appearance must be made by one or more chapter members and may be any type, such as a speech, panel presentation, or demonstration.

5. Each appearance must represent a major feature of the meeting, as opposed to attendance as a guest or for the purpose of making short announcements of appeals for support of a project.

V. DECA DIAMOND PROJECTS 100

A. The 100 shares are based on 25 shares for each of four projects.

B. Only one project for each of the diamond points will be acceptable. The diamond points are Leadership Development, Vocational Understanding, Civic Consciousness, and Social Intelligence. Clarification on the points of the diamond is included in the DECA Diamond Project Guide.

V. C. Every chapter member must participate in at least one of the four projects.

D. To receive shares for Fortune 500, Preferred, and Blue Chip awards, completion of the standard report forms in the DECA Annual Report is required.

E. For those pursuing the Trustee Awards (top chapter awards), a separate DECA Diamond Projects manual must be submitted as an in-depth report of each diamond project. Separate specifications for this manual follow these standards.

F. The DECA Diamond Project manual will be judged separately from the DECA Annual Report, and the shares awarded for each will be added together to determine the winners of Trustee Awards.

Note: The Fortune 500, Preferred, and Blue Chip awards may be achieved without submitting a DECA Diamond Projects Manual.

G. Awards also will be given separately for each diamond project, including first, second, and third places.

H. The DECA Diamond Project Guide offers specific requirements and suggestions for conducting projects (pg. 83).

VI. WRITTEN ENTRIES 80

A. Shares may be claimed for each written entry.

1. Chapter Free Enterprise or Research Project (50 shares)
2. Career Manual (15 shares)
3. Merchandise Sales Manual (15 shares)

B. Awards also will be given separately for each manual, including first, second, and third places.

Note: Guidelines for the Career Manual, Merchandise Sales Manual, and Research Project are included in this handbook; guidelines on Free Enterprise Projects are published separately.

VII. LOCAL EMPLOYER APPRECIATION FUNCTION 150

A. The 150 shares are awarded automatically for holding the function.

B. The function must be held solely for the purpose of honoring employers and expressing appreciation for their cooperation in working with DE teacher-coordinators and students.

VIII. RECREATIONAL ACTIVITIES 20

A. The 20 shares are awarded automatically for one chapter-wide activity. Credit is given for only one activity; a majority of the chapter members must participate in order to receive full share value.

B. Refreshments after a meeting cannot be counted.

Shares

VIII. C. This must be a separate recreational activity, and it cannot be counted elsewhere in the DECA Annual Report.

IX. OFFICER TRAINING CONFERENCE 50

A. The 50 shares are awarded automatically for chapter participation in an OTC, if guidelines are followed (pg. 84).

B. Participants may include district DECA chapters, sub-district grouping, or a combination of all vocational youth organizations within a school or geographic area.

X. SPRING OR FALL EVENT 30

A. The purpose of this event is to foster chapter development and to encourage chapter members to participate in their program of activities. This can be accomplished through a leadership program, guest speakers, motivational aids, information booths, workshops, and in general, an exchange of information and ideas between chapter members.

B. An automatic 30 shares will be awarded if a chapter is represented at this event.

C. Three or more chapters must participate in this event.

D. The event must revolve around a predetermined theme.

E. The Officer Training Conference cannot be counted as a Spring or Fall Event.

XI. PARTICIPATION IN COMPETITIVE EVENTS (8 out of 10) 160

A. The maximum of 160 shares is based on 20 shares for each event in which the chapter participates. Only eight events will be counted.

B. Events accepted in this category include:

Job Interview	20
Sales Demonstration	20
Competency-Based Selling Event	20
Competency-Based Communications Event	20
Apparel and Accessories (ME or SU Level)	20
Food Marketing (ME or SU Level)	20
Restaurant Marketing (ME or SU Level)	20
General Merchandise (ME or SU Level)	20
Automotive Petroleum (ME)	20
Student of the Year	20

Shares

XI. C. Chapters that do not have a Fundamentals of Marketing program may do a Research Project in lieu of the competitive events listed below. In this case, the chapter must complete a Free Enterprise Project to receive shares in Standard VI.

Job Interview	20
Sales Demonstration	20
Competency-Based Selling Event	20
Competency-Based Communications Event	20
Career Manual	15
Total	95

XII. ATTENDANCE AT SLC 5

A chapter may claim 5 shares if it is represented by at least one official voting delegate at the State Leadership Conference.

OFFICER INSTALLATION/MEMBER INITIATION CEREMONIES GUIDELINES

Suggested Guidelines for Officer Installation:

1. It is strongly suggested that this ceremony be conducted in a professional manner. The proper ceremony script is the official DECA "Officer Installation Ceremony."

2. It is suggested that this ceremony be conducted prior to the Member Initiation Ceremony and that the newly installed officers be allowed to conduct the Member Ceremony.

3. To be an impressive ceremony for the general membership, this ceremony should be rehearsed with the incoming officers prior to the actual ceremony.

4. If available, the district vice-president or other state officer should install local officers.

Suggested Guidelines for Member Initiation Ceremony:

1. As this function is likely to make a lasting impression on the incoming members, it should be conducted in a professional manner. Fraternity initiation-type activities should be discouraged.

2. Two suggested ceremonies are the New Member Initiation Ceremony and Emblem Ceremony.

DECA DIAMOND PROJECT MANUAL

Specifications

1. A chapter may submit one, two, three, or four projects, but only one project for each point of the DECA diamond.

2. All projects must be either of a community nature or combination of in-school and community nature.

3. A first, second, and third place award will be given for each point of the DECA diamond.

4. Chapters are encouraged to have as many members as possible involved in each diamond project conducted.

5. Every chapter member must participate in at least one of the four projects, but the advisor can subdivide the chapter into any combination that promotes good chapter participation.

6. All projects or any combination thereof must be reported in a 1-inch 3-ring DECA notebook. The projects must be reported in the following order if two or more are done:

    a. Leadership Development
    b. Vocational Understanding
    c. Civic Consciousness
    d. Social Intelligence

7. The written report for each project must include the following:

    a. Type of project (one of the four points of the DECA diamond)
    b. Purposes and planning of the project
    c. Full chapter participation summary
    d. Programs, pictures, publicity, if any
    e. Evaluation of project

8. A maximum of 10 pages (or 5 sheet protectors) may be used for reporting each project. Therefore, the entire DECA Diamond Project Manual cannot exceed 40 pages (20 with sheet protectors). (If fewer than 10 pages are used for reporting one project, additional pages may not be used for reporting another project.)

9. The project must be reported on 8-1/2 x 11-inch sheets of paper. No foldouts, tabs, etc., may be used.

10. If a chapter wishes to compete in the DECA Annual Report Event, see Standard # 5 of the Annual Report guidelines for information regarding the relationship between diamond projects and the DECA Annual Report.

NOTE: Chapters are encouraged to review the rating sheet for DECA diamond projects before planning, conducting, and reporting projects for competition.

OFFICER TRAINING CONFERENCE

Suggested Guidelines: District Advisiors will consult with local coordinators in planning any officer training conference.

OTC shall include: <u>At least two</u> of the items listed below:

1. Specific activities to train students for their particular office.
2. General activities to train students in leadership and communication skills.
3. General activities to train students in how to conduct a business meeting.
4. Explanation of projects and competitive events chapter and students may participate in at district and state levels.
5. Other activities: (Suggestions)
   a. District Vice President or state officer presents the official VA DECA local Program of Work or discusses plans of each chapter.
   b. State officer is invited to attend and explain a current statewide project, such as VA DECA Room, Peppi, etc.
   c. Officers are installed at the closing session.
   d. DVP/District Advisor discusses district activities.
   e. DECA film is shown.

VIRGINIA DECA ANNUAL REPORT OFFICIAL ENTRY FORM

	STANDARDS	SHARES	SHARES CLAIMED	SHARES AWARDED
1.	Installation/Initiation Ceremonies	50		
2.	DE Recruitment Activity	100		
3.	Chapter Meetings	100		
4.	Public Information/Public Appearance	160		
5.	DECA Diamond Projects	100		
6.	Written Entries			
	A. Chapter Free Enterprise/Research Project	50		
	B. Career Manual	15		
	C. Merchandise Sales Manual	15		
7.	Local Employer Appreciation Function	150		
8.	Recreational Activities	20		
9.	Officer Training Conference	50		
10.	Spring/Fall Event	25		
11.	Participation in Competitive Events	160		
12.	Attendance at SLC	5		
	Total	1000		

We verify that all of the information contained in this report has taken place exactly as reported.

Chapter President

School Principal

Chapter Advisor

Chapter Advisor

Chapter Advisor

Chapter Advisor

THE RESEARCH PROJECT
(CREATIVE MARKETING)

The Research Project is a curricular research study which complements, supplements, and strengthens the instructional program. Combined with classroom instruction and on-the-job training, the project gives depth and scope to the total DE curriculum.

Opportunities for DE students to develop understanding, knowledge, and attitudes necessary for career success are many times best undertaken through a professional project. The planning, execution, and completion of a chapter project should bring economic and social benefits to the entire community, and the chapter members should grow and develop in concept understanding.

The Research Project is a marketing study, planned, conducted, and reported by a DECA chapter, which would measurably improve the sales or services of a marketing area (or segment) within the immediate community. Such a project might concern itself with finding new markets for local products, promoting the community's resources, or expanding trade areas.

Purpose

The purpose of this event is to develop in students an analytical and creative approach to the marketing process, through local projects, with the aid and guidance of experienced executives.

Specifications

1. A Research Project must be completed during the period beginning from the close of the last State Leadership Conference to the opening of the next SLC.

2. The Creative Marketing Project should be co-sponsored by Sales and Marketing Executives--International, if practical; however, the project may be conducted without sponsors.

3. Documented reports must be submitted in a single official DECA notebook and include all supporting materials. The number of pages is limited to 50.

4. The report should include a summary of the findings (conclusion). Data, tables, charts, etc., should be confined to an appendix, if possible.

5. The Research Project report should contain suggestions on how it could be used.

6. The documented report must be submitted to the designated person by the deadline established each year.

7. The criteria on the rating sheet should be used as a guide in organizing the project.

8. The project should permit full participation by all chapter members, and not consume an excessive number of hours or spread over long periods of time. To receive full point value, a minimum of 50 percent of the chapter membership must participate in the project.

9. Special care should be exercised to assure neatness, clarity of information presented, and continuity of the project process.

Judging

Judging will be conducted prior to SLC and winners will be selected.

Entries

Each chapter is permitted to enter one Research Project in state competition. The project selected for the Creative Marketing Award will be the only one entered in national competition.

Awards

First, second, third place awards are made at the state level.

RESEARCH PROJECT RATING SHEET

CHAPTER_____

NAME OF SCHOOL_____

PROJECT TITLE_____

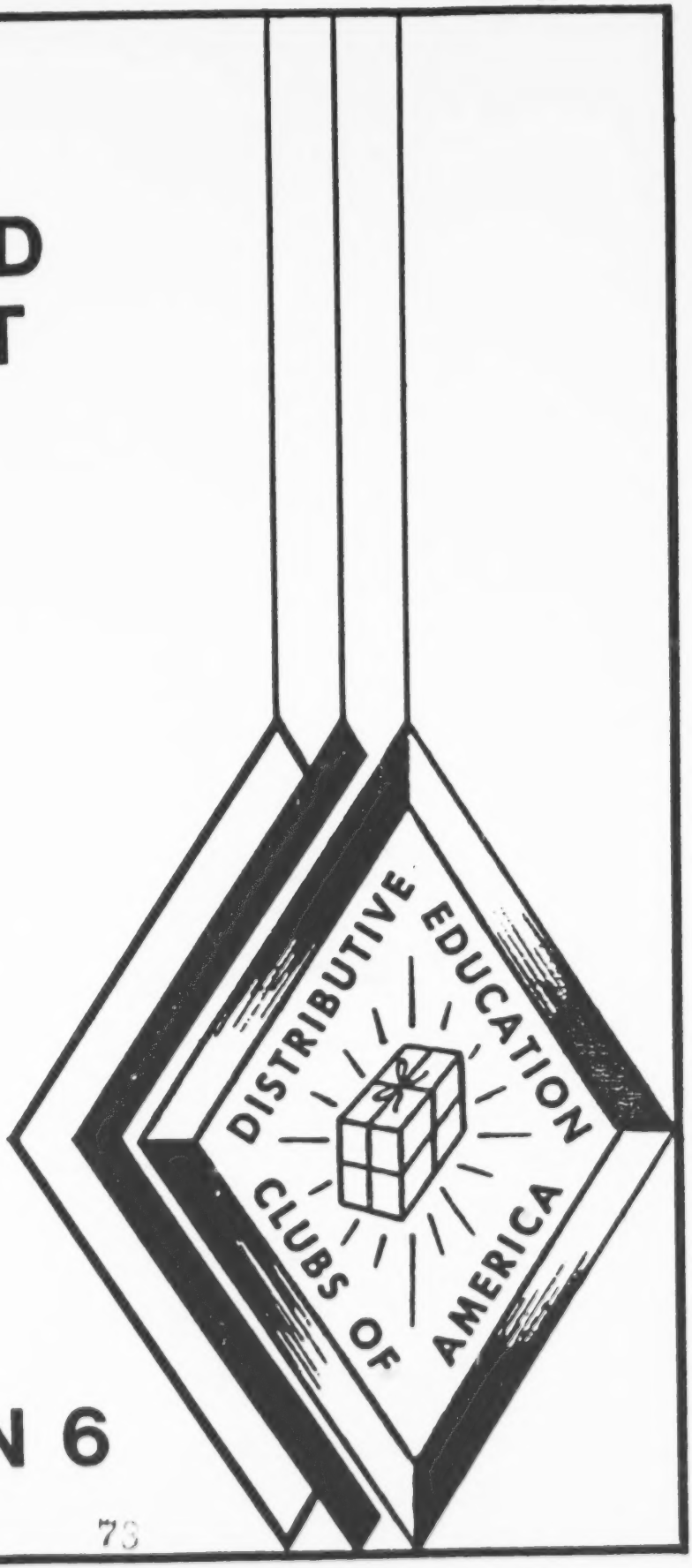
PROJECT DIRECTOR_____

CRITERIA FOR EVALUATION	POINTS	POINTS AWARDED
PURPOSE	5	
Is the purpose of the project clearly stated?		
ORIGINALITY	4	
Does the project show evidence of originality?		
DEPTH OF STUDY	10	
Does the project show evidence of initiative and creativity in seeking sufficient material, data, or evidence in conducting the project and working toward some conclusion?		
SCOPE	5	
Is the scope of the project well within the guidelines established for chapter research projects?		
TECHNIQUES USED IN THE DEVELOPMENT OF THE PROJECT	10	
Did the methods incorporated in the development of the project contribute to its success? (4)		
Were the methods used sound? (6)		
APPLICATION	6	
Is it clearly indicated? (2)		
Is there a real need? (2)		
Is the application practical? (2)		

(Continued on reverse side)

CRITERIA FOR EVALUATION	POINTS	POINTS AWARDED
STUDENT INVOLVEMENT	15	
Did the project meet the minimum standard of 50 percent of the chapter members participating in the project? (5)		
Were the project director and his or her roles in the development of the project identified? (5)		
Was there evidence of planning on the part of chapter members? (5)		
ECONOMIC AND SOCIAL CONTRIBUTION	15	
Was the project beneficial to those involved (student, community, industry)? (5)		
Does the completed project indicate that the purpose has been carried out? (5)		
Did the project contribute to or measurably improve the sales and/or services of a marketing area (or segment) within the immediate community? (5)		
DOCUMENTATION	10	
Is the project well documented? (5)		
Does the project report adhere to the specifications covering the organization of the report? (5)		
MECHANICS	10	
Is the report neat?		
Are spelling and grammar correct?		
EFFECTIVENESS	10	
Do the material and data contribute to an understanding of the project? (5)		
Does the material presented clearly show evidence that substantiates the conclusions? (5)		
TOTAL	100 POINTS	_____

DECA DIAMOND PROJECT GUIDE



SECTION 6

DECA DIAMOND PROJECT GUIDE

The DECA Diamond Project is a co-curricular activity or study which complements, supplements, and strengthens the instructional program. When combined with classroom instruction and on-the-job training, the diamond project gives depth and scope to the total distributive education curriculum.

A meaningful, challenging diamond project can enhance both student interest in DECA and a chapter's value and worth in the eyes of the outside observer. To be successful, however, a project must have clear objectives and a detailed plan of activity.

Project Purpose Statement

A meaningful DECA Diamond Project has a specific purpose or purposes, established in advance. The purpose(s) should reflect the definitions and explanations of each diamond point, as outlined on the following pages.

The purpose statement(s) included in the project report should begin, "The purpose of the project is to:" It is not important to have numerous purposes; simple, easy-to-read objectives which meet the guidelines of the diamond point are preferred.

Projects within the same diamond point may have different purposes:

Chapter A: "The purpose of the project is to develop an understanding of the role of the consumer in distribution."

Chapter B: "The purpose of the project is to acquaint students with the rules of high business ethics."

These are only two of numerous possible purposes for a vocational understanding project. They are clear and concise and present measurable outcomes.

The DECA Diamond Project that is simple in terms of purpose and scope and meets the definitions and explanations provided herein, will be a most rewarding learning experience for DECA members.

Characteristics of a Good Chapter Activity

1. The activity must be related to one of the four points of the DECA diamond.
2. The activity should make a definite contribution to the instructional program.
3. The activity should accomplish the stated objective.
4. The activity should be weighed in terms of its effectiveness in accomplishing the objective.
5. The activity must involve the business community.
6. The activity should not take excessive time over and above the instructional program.

7. The activity should be accomplished during the DECA chapter school year (check DECA calendar of events for specific dates from SLC to SLC).

8. Every activity should be planned around local needs.

9. The activity should be feasible.

10. The activity should be publicized.

DIAMOND POINT: LEADERSHIP DEVELOPMENT

Definition: The process of offering opportunities to recognize responsibilities and secure results that induce benefits for both leaders and followers.

Explanation: Leadership development projects in marketing and distribution must be initiated and developed in conjunction with the business community. Participating students should be given the opportunity to lead or follow in different phases of the project; the project should be so designed that students have the opportunity to experience leadership duties, gain a sense of individual responsibilities in group activities, exhibit creativity, use initiative, and gain self-confidence.

Suggested List of Activities for Leadership Development:

1. Simulate a meeting of store personnel in a training room of a business.
2. Take over a store for a day (manager-for-a-day).
3. Establish a local DECA scholarship, sponsored by a local business.
4. Sponsor an "Adult Education" program for merchants.
5. Sponsor a "Citizenship Week" in the community.
6. Organize a pre-employment seminar for students, conducted by businesspersons.
7. Operate a football game concession stand and have student members contact merchants during the planning stage (e.g., buy from wholesalers).
8. Participate in a program, consisting of a motivational speech regarding leadership, delivered by a businessperson.
9. Organize a leadership training session for officers of other school clubs, with businesspeople as resources (e.g., speakers).
10. Attend management seminar and assume role of Manager-for-a-Day.
11. Organize a Public Service Announcement (radio) to acquaint community with DE (using advice from an advertising agency).
12. Observe a manager for a day, then conduct an essay contest.
13. Organize a "Getting a Job Seminar" for all graduating seniors, with personnel managers as instructors.
14. Organize a panel discussion, with a topic related to leadership. Panel members would consist of business leaders in the community.
15. Aid Chamber of Commerce in membership drive.
16. Organize a public speaking workshop for student members; then, conduct a public speaking contest (with merchants as instructors in the workshop and judges for the contest).

DIAMOND POINT: VOCATIONAL UNDERSTANDING

Definition: The comprehension of the skills, attitudes, and knowledge needed for success in one's chosen career.

Explanation: Vocational understanding projects must be initiated and developed in conjunction with the business community. Emphasis should be placed on an awareness of and exposure to the opportunities in the field of marketing and distribution. The project should be designed to provide students with the opportunity to understand the free enterprise system, respect highly ethical business standards, appreciate the role of the consumer, and develop pride in work.

Suggested List of Activities for Vocational Understanding:

1. Sponsor a career day at school, emphasizing marketing occupations.
2. Take a field trip to a marketing business.
3. Conduct a store inventory.
4. Sponsor a guest speaker on careers in marketing.
5. Operate a school store, asking businesspersons for advice in planning, buying, promotion, etc.
6. Participate in career internships in marketing businesses.
7. Develop a slide presentation on marketing jobs.
8. Conduct a fashion show.
9. Hold advertising and display contests in the community.
10. Organize job search skills seminars for high school students, with local merchants as instructors.
11. Plan and conduct a poster campaign on marketing careers in the community.
12. Conduct a survey on various aspects of marketing businesses.
13. Observe and report on marketing personnel in action.
14. Sponsor a contest to promote the understanding of and appreciation for the free enterprise system in the community.
15. Operate a store within the community.
16. Design and construct a display to promote marketing careers within the community.
17. Sponsor a booth at the county fair.

DIAMOND POINT: CIVIC CONSCIOUSNESS

Definition: An awareness of and appreciation for activities in one's community and the role of each citizen in these activities.

Explanation: Civic consciousness projects, as they relate to the field of marketing and distribution, should involve the initiation or development of activities in conjunction with the business community, civic organizations, or trade associations. Activities should be designed to improve one's community and make it a better place in which to shop, visit, work, and live.

Suggested List of Activities for Civic Consciousness:

1. Co-sponsor with a business or trade association an activity to raise funds for a non-profit organization, such as:
   Hosting Bloodmobile for Red Cross
   Skate-A-Thon for benefit of the handicapped
   Rock-A-Thon for benefit of the volunteer fire department

2. Provide trash containers in public areas such as shopping centers and downtown, with a business or trade association serving as co-sponsor and consultant.

3. Assist a local trade association in conducting or promoting a local festival.

4. Initiate preservation or restoration of local landmarks or points of interest, working with the local Chamber of Commerce.

5. Clean up the local shopping area, with a business or trade association as a consultant.

6. Use local businesses for collection points of books, magazines, and other literary materials for distribution to local nursing homes, hospitals, orphanages, senior citizens centers, etc.

7. Collect toys, clothes, and/or food for needy families or group homes, with a business or trade association as a consultant.

8. Co-sponsor holiday parties with a local business for such groups as children's homes, nursing homes, hospital wards, etc.

9. Adopt a needy family for a holiday or for a year, with a local business as a co-sponsor and consultant.

10. Conduct a workshop for students employed in marketing businesses on how to deal with handicapped customers, with handicapped persons as guest speakers.

11. Sponsor a community-wide parade, following advice given by an organization such as the Retail Merchants Association.

12. Clean up and spruce up a senior citizen's property; work with a local mall to provide "reduced cost" coupons for the senior citizens.

13. Answer telephones for local TV auctions.

14. Conduct a shoplifting prevention public awareness campaign in the community.

15. Organize a "shop at home" promotion for the local area's business community.

16. Sponsor a Students-Against-Drunk-Drivers campaign throughout the community, with a local business as a consultant.

17. Sponsor an outstanding merchant award.

DIAMOND POINT: SOCIAL INTELLIGENCE

Definition: A demonstration of one's ability to deal with a setting involving the different human elements in our society.

Explanation: Social intelligence projects must be designed to involve the business community. These activities should benefit both the business community and the local chapter, providing students with an opportunity to learn to understand others engaged in distribution. Through social events, the DECA member develops poise and gains knowledge of the social graces that are acceptable by society. The member becomes aware of the social environment and learns to deal with all types of people. The development of social and business etiquette, so vital to success in distribution, is an important outcome of any DECA social activity. When feasible, the social intelligence project should be conducted in a setting outside the local high school.

Suggested List of Activities for Social Intelligence:

1. Hold a reception for the Chamber of Commerce members.
2. Conduct a workshop for students on etiquette, grooming, etc., with businesspersons serving as instructors.
3. Serve as hosts and hostesses for various activities of the Retail Merchants Association or other trade associations.
4. Co-sponsor, with a mall, a community social activity.
5. Hold an Employer-of-the-Year reception.
6. Hold an employer-parent pot-luck supper.
7. Conduct an orientation breakfast for new employers.
8. Conduct an open house for employers/parents/students.
9. Conduct a breakfast for employers and school personnel.
10. Conduct a coffee for a community group activity.
11. Conduct a reception for employers and parents following the Officer Installation and New Member Initiation.
12. Sponsor a celebration for a special anniversary of a marketing firm.
13. Dine out (employers and students) and discuss business in a social setting.
14. Hold an employer/coordinator/student basketball game (or any other sport) to raise money for a worthy cause related to marketing.
15. Conduct a DECA coffee for parents/employers/school personnel.

DECA DIAMOND PROJECT RATING SHEET

Chapter _____

TYPE OF PROJECT (SELECTED DIAMOND POINT) _____

STANDARDS	POINTS	POINTS AWARDED
PURPOSE	20	_____
Was the purpose of the project clearly stated?	(8)	
Did the project follow through with the purpose as expressed?	(8)	
Was the project realistic for DECA members?	(4)	
QUALITY	15	_____
Project originality and creativity	(3)	
Appearance	(2)	
Mechanics (grammar and spelling)	(2)	
Organization	(2)	
Documentation (is the project well documented)	(6)	
PROJECT SIGNIFICANCE	23	_____
Positive benefits derived as a result of the project		
(1) Students	(6)	
(2) Marketing and Business Community	(9)	
Did project receive media coverage?	(4)	
Evidence of response from community leaders	(4)	
PLANNING AND EFFORT	27	_____
Did at least 25% of the chapter membership participate in the project?	(5)	
Did students participate in every phase of activity?		
(1) Creating the idea?	(2)	
(2) Planning the activity?	(2)	
(3) Conducting the activity?	(6)	
Did business people participate in every phase of the activity?		
(1) Creating the idea?	(3)	
(2) Planning the activity?	(6)	
(3) Conducting the activity?	(3)	

(Continued on reverse side)

STANDARDS	POINTS	POINTS AWARDED
COMPETENCY DEVELOPMENT	15	_____
Did the project help to develop the competencies described in the definition and explanation of the diamond point requested?		
	TOTAL 100 points	_____

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